Facilitating Professional Character Development Using Stories, Vignettes and Case Studies

I. General Introduction

When joining the Army, prospective Soldiers make an agreement with the Professional institution to follow its rules and regulations even when in conflict with their personal virtues and morals. They do this in good faith because they believe that the Army as it provides service to American society is worthy of the necessary trust that individuals must have in order to subjugate themselves to Army principles and codes of conduct as new members of the Profession of Arms.

One of the Army's roles in this agreement is that of Stewardship which requires that it indoctrinates new members into Soldiers and provides development of those Soldiers into Army Professionals. Some of this development is in the area of "competence" where through Army training in various fields of knowledge, Soldiers become Experts in the application of their technical skills. More importantly, the Army seeks to ensure that the application of land-based combat power is under ethical standards that are a compilation of laws and treaties, American society's expectations and the Army Ethic. Thus it is also incumbent that the Army develops Professional Character in its Soldiers.

As described in the "Army Learning Concept (ALC) for 2015," Professional development has foundational and advanced levels of information that can be presented through various presentation media/methods. The ALC also recognizes that moral/ethical development of Soldiers requires more than individual learning. Character development involves identity shaping, values inculcation, and experiences with moral/ethical conflicts and dilemmas. Development in these areas is associated with the affective domain and is best accomplished through interactions among persons through group discussion and examination of ideas and opinions especially related to the principles and concepts of the Army Profession, and its Culture and Ethic. "Best practice" for these professional discussions is in a format where all have an opportunity to participate, usually in a small group setting, learning from each other. When the objective of the discussion is a particular principle or concept, the group is usually facilitated by a leader or group member who uses specific communication techniques to achieve the goal of the discussion. These include posing questions to the group related to the concept to be discussed. "What, Why and How" questions are often used because of the enhanced engagement for most of the persons in a group discussion.

This handout assists in designing questions for facilitations where stories/vignettes/case studies are used to promote discussions about the Army Profession, Soldiers as Professionals and ethical decision-making. The difference between using stories/vignettes/case studies in general and using them to promote types of discussions with the outcome of promoting Professional Character development is in the way the stories/vignettes/case studies are analyzed.

When developing questions to support the discussion of a Professional Character development stories/vignettes/case studies, you should use the concepts of the Army Profession, the Ethics Battlespace and Ethical Processing as applicable to your objectives and audience.

Please review the basic models, and then review the sample questions to familiarize yourself with the issues that arise when considering aspects of a Professional Character development scenario. The questions are broad so that they may guide you in adapting and applying them to any particular situation you choose, including your own experiences.

Professional Character Development (see Section II below) allows you to highlight Soldier development using concepts which address Professional Character of Soldiers, identity and motivation, and their place within the Army Profession. These concepts include attributes of the Army as a Profession, definition of a Professional Soldier, Army Culture, the Army Ethic and the Civil Military Relationships the Army maintains. For additional content and explanations concerning the concepts of the Army Profession, Ethic and Culture see the "Profession of Arms – An Army White Paper," approved by CG TRADOC, 2 DEC 2010. Sample questions for addressing the Army Profession Learning Concepts are imbedded in this section.

The Army Profession (see Section III below) allows you to highlight Soldier development using concepts which address Professional Character of Soldiers, identity and motivation, and their place within the Army Profession. These concepts include attributes of the Army as a Profession, definition of a Professional Soldier, Army Culture, the Army Ethic and the Civil Military Relationships the Army maintains. For additional content and explanations concerning the concepts of the Army Profession, Ethic and Culture see the "Profession of Arms – An Army White Paper," approved by CG TRADOC, 2 DEC 2010. Sample questions for addressing the Army Profession Learning Concepts are imbedded in this section.

The Ethics Influences (see Section IV below) allows you to highlight the personal, professional, culture/climate, operational and/or legal influencers on Soldiers thoughts and behaviors within an ethical situation. Some of the influencers are internal to the person: human spirit, personal ethics, etc. Some are external: culture/climate, laws, Army norms, etc. The concepts allow for discussion of the aspects of the situation that are contributing to the action directly and indirectly.

The Four Steps of Ethical Processing (see Section V below) based on the Rest model (1950) of the natural process everyone does, but may not realize is a process. The **Ethical Lenses** are the filters through which people consider priorities – and when the understanding is more mature, the greater the likelihood of using all the lenses to do the evaluation of any circumstance.

Finally, a **Sample Scenario** with questions (see Section VI) show ways to apply the concepts of the Ethics Battlespace and Ethical Processing to questioning techniques used during ethical discussions with some considerations for understanding the different lenses and learning to view the different outcomes that may occur.

II Professional Character Development- (21st Century Soldier)

What is more important competence vs. character?
What is character development?

Let's look at ideas from FM 6-22.

Paragraph 4-1. Character, a person's moral and ethical qualities, helps determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or the consequences.

Paragraph 4-4. Character is essential to successful leadership. It determines who people are and how they act. It helps determine right from wrong and choose what is right. The factors, internal and central to a leader, which make up the leader's core, are: Army Values, Empathy, and Warrior Ethos.

But notice that FM 6-22's description of Character is under the heading of "Leader Character."

Is there a difference between character and leadership in this example?

How do we describe the concept of "Character" that is stated I FM 6-22 and portrayed in the above diagram?

Soldiers and Leaders certainly must have beliefs and virtues in a moral framework that is associated with their core self-concept – core identity. Most authorities would describe that as being "personal" and within the area of "Human Spirit".

Persons take on a "Professional Identity (as a Soldier and/or Leader)" and use their personal morals within situations where the ideas of right and wrong are determined by a group with at least some consensus of all the members. So the ethics are defined by the group. These shared frameworks are "Ethical" and if one wants to be part of the group or situation there is usually an agreement by the member to follow the system – ethics of the situation. So "character" in that situation must also be defined by the individual's knowledge of and adherence to those ethics.

Soldiers and Leaders in their roles also must be able to work with peers and followers, helping to interpret the ethics of a situation and improving the understanding of all members. Such interactions certainly are "Social."

There are many components of Soldiers and therefore Soldier development. Character development is one of the components of Soldier development. Some would say it is the most important one.
When a Soldier candidate first "sees" himself in the role of an Army Professional Soldier, an identity is formed from that information and experiences that he feels is applicable/relevant. Some of the information is correct and some is not. Many enter the Army with conceptions that are often based on rumor or romanticized ideas of what/who a Soldier is. Drill Sergeants pound out Soldier misconceptions and replace them with correct information and continually reinforce the pertinent information. Reinforcement can be repetitive in nature.

Moral/ethical domain research shows that discussion and/or facilitated discussion significantly promotes understanding, retention and reflection.
New and junior Army Soldiers "put on" their new identity like they put on their uniform. It is initially unfamiliar but becomes more comfortable over time. Some Soldiers choose to step out of the Army Identity as soon as they leave the Army environment. They keep the identities separate.
But most Soldiers recognize more and more the importance and value of the Army Professional Identity and the Ethic associated with it (principles and values) to the point that his actions both in and out of uniform align with that Identity and begin to be inculcated.

Army Leaders must continue to develop their Soldiers. Facilitated discussions significantly promote understanding, retention and reflection.
The key part of reinforcement is the concept of the ethical environment: ethical concepts woven into the fabric of everyday operations and decision-making driven by ethical leadership.
The Soldier recognizes more and more the importance and value of the Army Professional Identity to the point that his actions both in and out of uniform align with that Identity. The professional values and morals become a fixed part of his normal way of dealing with his environment. He is Living the Army Values.

This is an on-going process, perhaps throughout life as a Soldier.
We continue to learn new things and have experiences in the environment.
And as we think about and reflect on them, we change – either by reinforcing/strengthening our Moral Character or by modifying it. Modifications that are then reinforced become more fixed within us.
Finally we want to discuss the process of development. As Soldiers deal with their professional environments and the concepts of the Ethics Battlespace they gain experiences.

Using ethical discussions using vignettes or during AARs, or when confronted by an actual Ethical Situation engages Character. Development happens more quickly when there is a conflict: the interaction with the situation produces new information – either reinforcing what we believe or causing us to reevaluate our ideas. With this feedback from the environment, the stage is set for Reflection.

Reflection is the process by which we **critically** think about our experiences, comparing them to our ideas, knowledge and judgments about who we think we are/our place in the world and keeping those parts which we judge are "valuable" and discarding the rest. It can aid our development both personally and professionally. Reflection allows for quicker assimilation of information.
Anytime we engage the student more by the type of materials used or by engaging more of the brain we promote reflection. Additionally when the focus is personalized "reflection" is optimized.

Psychologists say real development happens when persons are challenged and influenced to deal with new situations. This is the basis for developing Soldiers with "Adaptability".

So the questioning technique/strategy is to
   1. better engage discussion participants by personalizing the experience,
   2. force a look at the situation through many perspectives and
   3. use scenarios that challenge the participants (can also add complexity to the scenario by changing the situation conditions during the discussion).

Research suggests that Moral Character development can be increased by raising the perceived level of "moral/ethical intensity" associated with an ethical dilemma. It has been demonstrated that "moral/ethical intensity" can be raised through the way information about an issue or situation is presented.
It is proposed that when higher "moral/ethical intensity" is used in dealing with a moral conflict; the emotion triggers people's moral memories, thoughts and behavior processes. The more these moral memories and processes are activated, the easier the experiences gained form the situation are integrated in memory for later reflection.
Instructor can raise Moral Intensity in many ways:
   1. Changing the story at key points, adding complexity, adding new information that may change the course of action, all will cause the students to rethink, reevaluate, adapt, etc.
   2. Stress imposed on students by forcing decisions to be made under time restraints or with limited information also increases intensity.
The instructor can prepare such interventions/strategies or can take advantage of opportunities during the discussion.

Implementing a character development process for Soldiers requires an investment of time, resources, and focused effort. However, this investment is really quite small when one looks at the cost of a lapse of Soldier character when it is needed most. These costs could include huge litigation fees, the loss of the organization's reputation and credibility, reduced productivity, a major drop in Soldier morale, and the

human suffering that can occur in an organization that has had a character meltdown. When all is said and done, implementing a character development program for Soldiers is worth the investment!!

III. The Concepts of the Army Profession and Professional Soldiers

In the "Army Profession of Arm Learning Concepts" diagram, we attempt categorize concepts that Soldiers need to discuss as part of their Professional Development. Research has identified that an important aspect of Soldiers abilities to behave ethically and have resilience to deal with the moral/ethical stresses of the complex environment in which Soldiers operate: a Soldier's identity as a Professional within the Army Profession. This identity is central to the Professional Character which also drives a Soldiers judgment and motivation in ethical situations. These environments are not just associated with combat; although the stresses of situations like COIN operations are intense; but also with garrisons where the high tempo of pre- and post-deployment and family commitment place tremendous stress on Soldiers. By using stories, vignettes, case studies, etc. with facilitation using the learning concepts aimed at developing Soldier Professional Character, instructors promote the Professional development the Soldiers need as they progress in the Profession and for dealing with ethical situations.

During the facilitated discussion, we draw out the "Profession/Professional Soldier" concepts by asking questions or making statements related to the concept we want the Soldiers to discuss during the story, vignette or case study. These questions or statements frame the discussion for the group.

An outline of the concepts is included below. Descriptions and content associated with them are in the "Profession of Arms – An Army White Paper," approved by CG TRADOC, 2 DEC 2010.

A. **The Army as a Profession: ask students to comment on the following definitions or break down the definitions in component parts (underlined) and comment or ask questions regarding each part:**
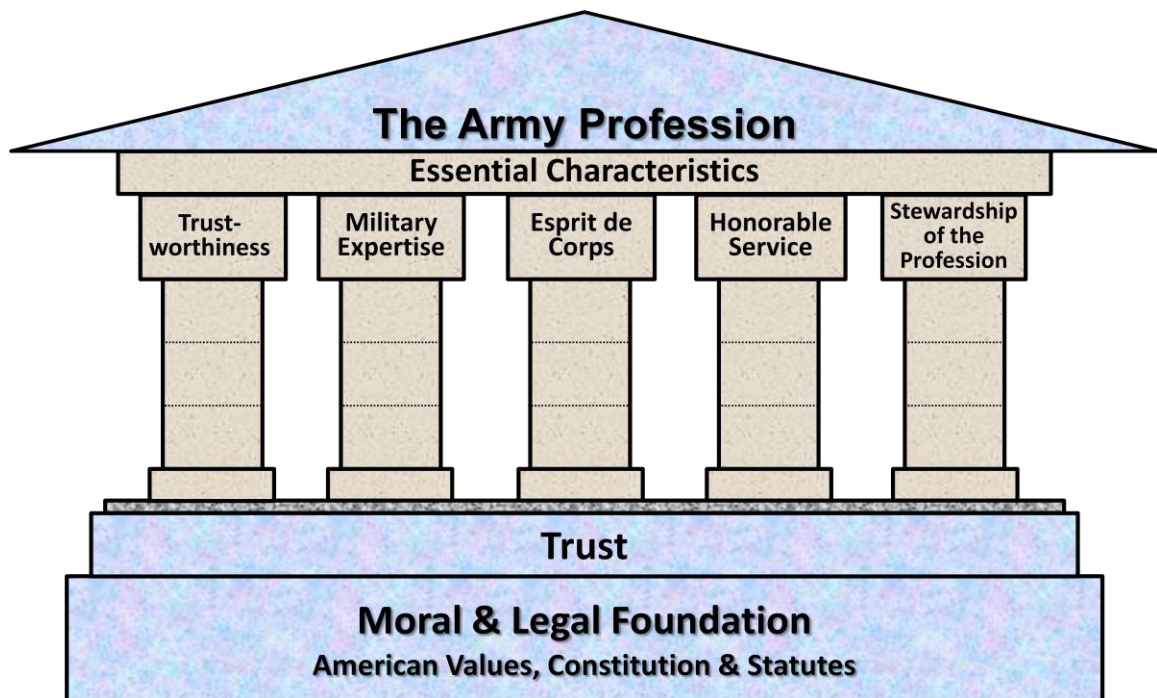1. **Army as a Profession of Arms Definitions**
   a. **THE PROFESSION OF ARMS.** The Army is an American Profession of Arms, a vocation comprised of experts certified in the ethical application of land combat power, serving under civilian authority, entrusted to defend the Constitution and the rights and interests of the American people.
   b. **THE PROFESSIONAL SOLDIER**. An American Professional Soldier is an expert, a volunteer certified in the Profession of Arms, bonded with comrades in a shared identity and culture of sacrifice and service to the nation and the Constitution, who adheres to the highest ethical standards and is a steward of the future of the Army profession.

2. **Key Concepts of the Army Profession**
The Profession of Arms Campaign has led to the identification of six essential traits that distinguish the US Army as a profession and serve as institutional and individual touchstones to guide the profession through time, contingency, and transition. These essential characteristics are trustworthiness, military expertise, esprit de corps, honorable service, and stewardship of the profession. Additionally the key foundation and cohesiveness of the Army Profession is TRUST: trust between the Army and the American people it serves and internal trust between the members of the Army Profession., internal
   a. Stewardship: How are the characters acting as Stewards of the Profession? (keeping traditions alive, self-policing policies and actions, defining new policies, ensuring Soldier and Leader development)
   b. Military Expertise: ask the students to comment on what expert knowledge is being portrayed in the scenario and how it applies to Professional Soldiers.
      i. Military-Technical Expertise

ii. Human Development Expertise
iii. Moral-Ethical Expertise
iv. Political-Cultural Expertise
c. Honorable Service: How does the scenario show how the Profession provides a vital service to American Society? How does the scenario show the Profession's ethical nature?
d. Trustworthiness: How does the scenario show the relationship of trust the Profession has with the American people? Or the trust that enables the individual Soldier to develop within the Army as a profession, for Soldiers and units to bond, for Soldiers' families to trust the Army through deployments?
e. Esprit de Corps: How does the scenario show the Army's winning spirit? How does the scenario show Soldiers in cohesive teams in support of common goals?
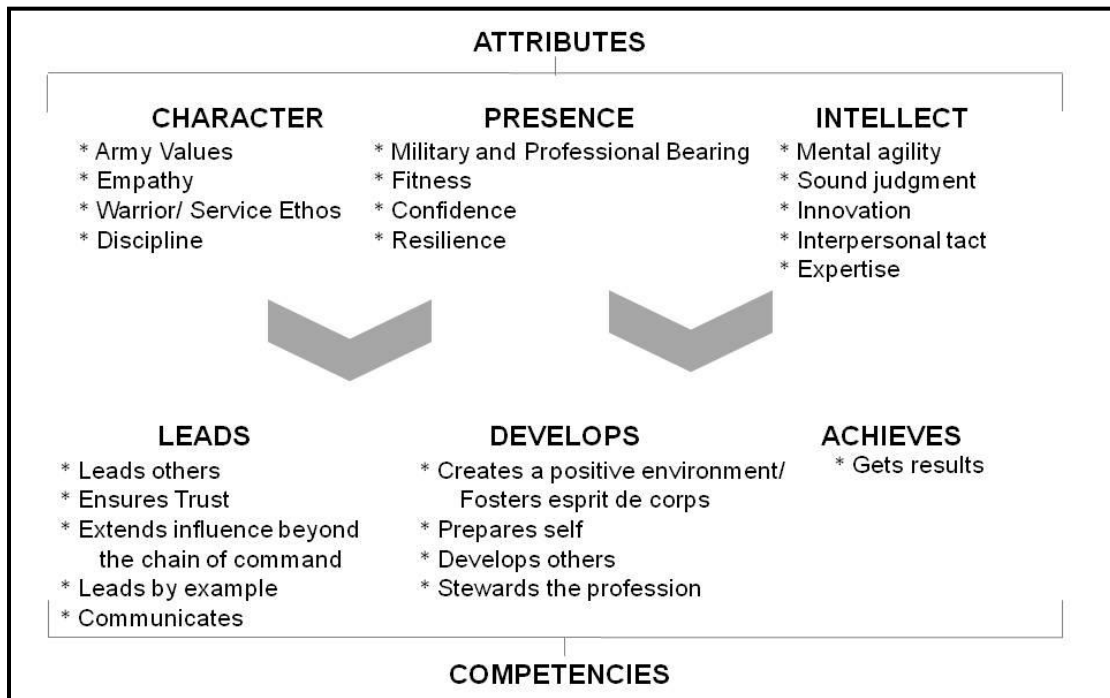
The Army Profession
Essential Characteristics

Trust-worthiness	Military Expertise	Esprit de Corps	Honorable Service	Stewardship of the Profession

Trust

Moral & Legal Foundation
American Values, Constitution & Statutes

3. **Key Concepts of the Army Professional**
   Note that members of the Army Profession, whether in uniform or Army civilians recognize that the Key Concepts of an Army Professional are the same as those attributes and competencies in the Army Leader Development Model (ADP 6-22) below.
   a. Intellect: How are the characters acting as Professional experts? How does the Army "certify" this expertise? How are the characters displaying sound judgment and/or innovation?
   b. Presence: How do the characters show their Military and Professional bearing? How do the characters display confidence and/or resilience?
   c. Character: How have the characters displayed the Army Values/Warrior Ethos required of them as they confront the situation? How is "service" in the Army manifested by an individual Soldier's duty?

d. Leads: How does the scenario show the Soldier as a Leader? How does the scenario show how the Soldier as part of the team, bonded with comrades in a shared identity and culture of sacrifice and service?

e. Develops: How do the characters foster positive environments? How do the characters develop Soldiers within the Army as a profession?

f. Achieves: How does the scenario show the Soldier as a Leader? How are the characters demonstrating their commitment to their duty?

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|                             ATTRIBUTES                                   |
|                                                                          |
|    CHARACTER              PRESENCE                   INTELLECT           |
|  * Army Values       * Military and Professional Bearing  * Mental agility |
|  * Empathy           * Fitness                      * Sound judgment     |
|  * Warrior/ Service Ethos  * Confidence             * Innovation         |
|  * Discipline        * Resilience                   * Interpersonal tact |
|                                                     * Expertise          |
|                                                                          |
|              >                          >                                |
|                                                                          |
|       LEADS               DEVELOPS                   ACHIEVES            |
|  * Leads others      * Creates a positive environment/   * Gets results  |
|  * Ensures Trust         Fosters esprit de corps                         |
|  * Extends influence beyond  * Prepares self                             |
|     the chain of command  * Develops others                             |
|  * Leads by example  * Stewards the profession                          |
|  * Communicates                                                          |
|                                                                          |
|                             COMPETENCIES                                 |
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B. The Army's Professional Culture

1. **Levels of Army Culture: ask the students questions related to the Levels of Army Culture or to react to evidence of them in the scenario.**

i. *Artifacts:* What are the symbols of this unit? What things represent the unit and the Army to Soldiers and other people? How are the symbols of the Army (Army Values, Warrior Ethos, and Soldier's Creed) portrayed? How do these artifacts help the characters in the story?

ii. *Espoused Beliefs and Values and Basic Underlying Assumptions.* How does Army doctrine support/not support the scenario or actions of the characters? Are the actions of the character consistent with Army policy (i.e. EO, SHARP, Suicide Prevention, etc.)? How are the principles and beliefs within the Army Values and/or Warrior Ethos expressed by the characters? Do the Soldiers or leaders "walk the talk" or is there a disconnect between what they say and do? How do the characters react when they are told to do one thing only to see leaders or other Soldiers doing something else? Are there Army concepts, plans or policies that most Soldiers take for granted (like Soldiers and their families should be treated well, or the importance of Soldier and leader

education and professional development) that are in conflict within the situation or that the characters violate?

    i. **Professional Identity:** Is there an exemplar or ideal that the characters identify with that shapes their actions? Do the Leaders in the situation model themselves as Army Professionals? Do the Soldiers behave as Professionals (show an ethos of striving for excellence in functional specialties; show goals and ideals of the Army; follow an Ethic of service‖ before self and putting duty first)?

    i. **The Balancing Role of the Profession's Leaders:** How are the Leaders at balancing priorities of the Profession (Expertise vs. operating environment; Army's culture and climate vs. institutional practices; Managing Cultural transitions; etc.)?

C. The Army Ethic

1. **Values and Ethos: ask the students how the characters or situations show the following or ask other related questions:**
   a. Moral values, principles and martial virtues embedded in Army culture
   b. Necessary conditions for the Profession of Arms:
          i. Strong professional Ethic at the institutional level
          ii. Well-developed character and ethos at the Soldier level.

2. **Why We Fight: ask the students how the characters or situations show the following or ask other related questions: Does the story/vignette show why the action is needed? What indicators provide justification of the action?**
   a. Protect the rights and interests of the American People
   b. The United States' right to political autonomy
   c. Moral purpose provides moral justification and ability to make meaning of actions.

3. **How We Fight: ask the students how the characters or situations show the following or ask other related questions:**
   a. **Moral Values: Did the conditions/actions of the story/vignette promote/detract from the moral imperatives of "how the Army fights"?**
          i. We defend values by bringing about the conditions for a sustainable peace
          ii. The Army fights to protect rights, and not violate rights in the process.
   b. **Core principles for seeking a morally better state of peace when planning, executing, and assessing military operations. A clear understanding of: Did the Soldiers understand the ramifications on their actions toward establishing a better state of peace? Was consideration given to all the players (combatant and noncombatant) in the story?**
          i. Primary moral value of the operation
          ii. Threat posed by the enemy to key operational goals
          iii. Permissible moral cost to one's own and enemy forces, and noncombatants
          iv. What winning entails
          v. How the operation will reach a clear and satisfactory end state
   c. **Principles of use of force: Do the Soldiers understand the use of force as related to the story/vignette?**
          i. necessity,
          ii. discrimination,
          iii. proportionality

4. **Ethical Culture and Climate: ask the students to identify aspects of the culture/climate that promote ethical behaviors or ask other related questions. How do unit leaders establish conditions that promote ethical climate? Are there indicators of unit cohesion or identity that move Soldiers toward ethical behavior?**
   a. Moral-ethical capabilities developed at the institutional and individual levels.
   b. *Ethical psychological capacities*
          i. Self-command

           ii.   Empathy
          iii.   Moral pride.
     c.   Set conditions where ethical and virtuous behavior is rewarded and unethical behavior is punished
     d.   Communicate the values and ideals of the unit
     e.   Powerful role models
     f.   Units develop collective norms such as unit climate and culture.
     g.   Units bolster the Soldier character through social learning and identity processes

D.   Civil Military Relations: ask the students how the characters or situations show the following or ask other related questions

    1.   Three foundations of civil-military relations: What are examples of the foundations of civil-military relations in the story/vignettes?
       a.   The first foundation: the role and the purpose of the U.S. Army
       b.   The second foundation: the subordination of the Army to civilian authority
       c.   The third foundation: the trust that the Nation reposes in the Army

    2.   The Army's relationship with the American people is trust-based: How is the trust for the Army demonstrated in the story/vignette? Is the trust overtly shown or is it sensed as an underlying feeling?
       a.   The American people give the Army Legitimacy in its Jurisdiction

    3.   A Legal and Moral Conception of Subordination: Are the requirements of law for the Army's position in civil military relations shown in the story/vignette? Are they understood in the context?
       a.   Military's subordination to civil authority is codified in law
       b.   Soldiers must accept that a core moral imperative from the founding of America is that the military will never threaten the democratic ideals of the Nation.
       c.   Military authority flows from the American people through the Constitution, through elected and appointed officials, to the officers they appoint, and finally to those Soldiers entrusted with executing orders.
       d.   Military loyalty to the people and Constitution is fulfilling its function in accordance with the guidance, laws, and regulations passed by those with the authority to do so.

    4.   Civil Military Actors: What are the three groups that interact to produce relationships in which the Military is active? How are the groups or relationships depicted in the story/vignette? What conditions in the story/vignette affected the relationships? How did the Soldiers react to these conditions in the story?
       a.   The people who establish the government and live under its authority
       b.   The state or the government
       c.   The armed force the government raises from among the people to defend the Nation

The instructor/facilitator can choose which topics will be discussed based on audience and curriculum.

IV. The Ethic Influences

In the "Ethics Influences" diagram, we attempt to show a way of looking at some of the dynamic moral/ethical factors that influence Soldiers' thoughts and behaviors. In this concept of the "Ethics Battlespace" the factors are grouped showing different types of information and stressors that compete for Soldiers' attention when they are placed in Situations that have moral and/or ethical implications.

Some of the factors are directly related with the Soldier's Character and well-being; some with rules and laws; some with the Army culture and Unit Climate; some with the operating environment.
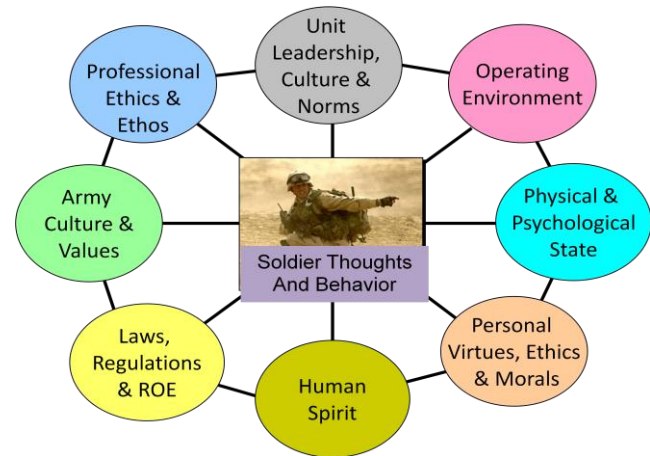
We have to deal with all these factors when we make decisions and also account for the changing "weights" or priorities in different circumstances.

When situations have "low complexity" and "high clarity" Soldiers more easily recognize moral/ethical hazards and make moral/ethical decisions. But when situations become complicated and unclear, the interactions among these factors become more complex, especially for leaders/Soldiers on the ground/in the field.

We can also use this concept to understand a leader's role in the Ethics Influences. As Soldiers gain experience and develop into leaders they have an increasing ability to affect the "Battlespace" and therefore the thoughts and behavior of their Soldiers.

During the facilitated discussion, we draw out the "Influences" interactions by asking questions about how the characters relate to one another, how easy/hard are the communications between them, what clues as to the type of unit/team climate can be found, what physical conditions/location factor apply, what do the SOPs/ROE/regulations state/intend, etc. These frame the problem and identify the stressors/priorities involved.

Questions related to the Ethics Influences help Soldiers recognize and understand the situational context for the ethical conflict, choice, or dilemma in the ethical vignette/case study that they have to deal with using Ethical Processing.

V. Ethical Processing

| Recognize the Ethical Conflict	→	Evaluate Your Options	→	Commit to a Decision	→	ACT

Ethical Processing is based on the way the persons naturally deal with ethical conflicts. Conflicts may be simple choices, differences of opinion or new information that doesn't support a Soldier's view or a complex dilemma where courses of action represent unclear, lesser-of-two-rights/wrongs decisions. Ethical Processing serves two purposes: first, teaching the model to students and then having them apply it during decision-making gives them a tool and experience to better make such decisions in the complex environments in which they operate as Soldiers; second, instructor can use the model as a tool during facilitated discussions to better engage students on ethical concepts. During a vignette or case study with a conflict students are asked to make a decision with cognitively engages them. The facilitator introduces, using questions and other facilitation techniques, ethical concepts that are associated with the affective domain that promote student development better than if those concepts were not tied to the decision-making. This is not to say that such concepts cannot be discussed without Ethical Processing, but that it is a one of the better methods available to facilitator/instructors.

The 4 Steps

Step	Description
I. Recognizing an Ethical Conflict	The first step in Ethical Processing is realizing that there is an Ethical Conflict. It could be new information that is different than your own personal values, a choice between right and wrong or a complex dilemma containing more than one right thing to do. If you don't perceive the conflict, you will take no action and miss the ethical implications.
II. Evaluating the Options	Evaluating the information using Ethical Reasoning with its Ethical Lenses. This reasoning produces many possible courses of action which we quickly filter to the "leading contenders" using the Ethical Lenses. This use of three perspectives – rules, outcomes and virtues – to consider the ethical aspects of a situation is outlined in FM 6-22.
III. Committing to a Decision	Choosing the best ethical course of action. Out of your "leading contenders" pick the one which best meets your ethical criteria or needs. These criteria are based on your internal moral character and the ethical requirements of the Army Profession.
IV. ACT (Acting on the Decision)*	Following through on one's decision by taking action and persisting in that action, including overcoming fatigue, temptations and challenges to taking action.

*People almost always know what they *should* do, but the fourth step regards what actually is done, not what is known. Helping soldiers develop the moral strength to *do* what is right is what these exercises are about.

Ethical Lenses

Ethical Processing using the 3 Ethical Lenses
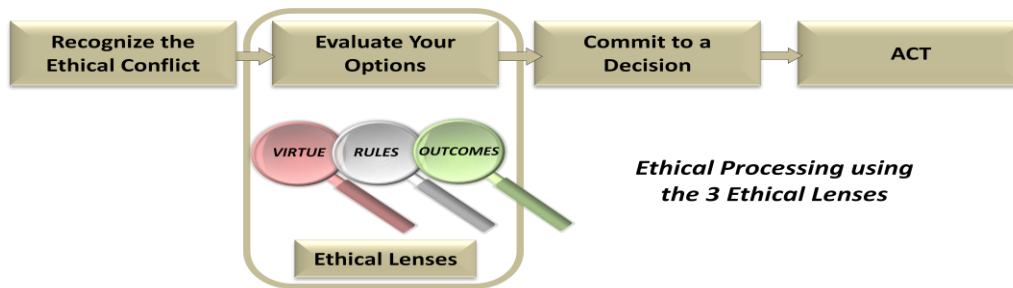
FM 6-22 Army Leadership describes using multiple perspectives to think about an ethical problem, applying three perspectives to determine the most ethical choice. During the step "Evaluate Your Options," Soldiers develop and think about the many courses of action available to solve the conflict and apply Ethical Reasoning with its Ethical Lenses to filter them down to the few reasonable choices. These Ethical Lenses are:

1. **Rules**
   A perspective that comes from the view that a set of agreed-upon values or rules, such as the Army Values or rights established by the Constitution should define ethical courses of action.
   <u>Evaluate</u>: Is there a Rule/Regulation that applies to the Course of Action (CoA)? Aspects of the Army's Professional Ethic? Know the difference between guidance and orders.

2. **Outcomes**
   A perspective that comes from the view that whatever produces the greatest good for the greatest number is most favorable should define ethical courses of action
   <u>Evaluate</u>: Produce and compare possible outcomes for the CoA. A CoA benefitting the greatest number of affected persons may be the best solution.

3. **Virtue**
   A perspective that comes from the view that desirable virtues such as courage, justice, and benevolence should define ethical courses of action
   <u>Evaluate</u>: Look at the COA in light of personal virtues. COAs that seem to be applicable to a conflict but cannot be reconciled with the Army Values, Soldiers Code (Warriors Ethos), etc. **and** your personal values are suspect for leading to moral/ethical error.

It is from these filtered courses of action that Soldiers decide which they will do and "Commit (Step 3) to it."

VI. Sample Scenario with Questions for Ethical Processing and Battlespace

Sample Vignette: *A Child in the Fight*

Situation: The city raged with automatic rifle fire, grenades and combat aviation. The coalition assault on the mosque continued with coalition snipers on rooftops engaged in a counter-sniper fight. Beneath me, Soldiers from my unit were attempting to assault. I had just killed the enemy sniper on a rooftop across from me who had pinned down coalition troops and stopped them from advancing on the mosque. After killing the enemy sniper, I scattered the other enemy forces on the rooftop with effective fire from my weapon and enabled the pinned-down coalition troops to advance. I continued to observe the rooftop where the dead sniper lay on his weapon, as well as monitor the movement of our troops on the ground. During the scan, I observed the door open at the rooftop upon which the dead sniper lay. I saw an adult within the doorway reach behind him and motion a person forward. I readied my weapon expecting some type of enemy movement. As the adult moved back into the building, I saw him send a child of approximately 10 years out to retrieve the sniper weapon. The child scrambled toward the weapon, looked around, grabbed the weapon, and began his movement back to the rooftop door. I tightened my finger on the trigger of my sniper rifle as I sighted on the child moving toward the weapon. I knew the enemy must not get that sniper weapon into hands that would use it effectively against our Soldiers.

Americans elevate women and children within our society. We value them and attempt to protect them. As I observed the child and the actions of the adult in the stairwell, I had to decide quickly on the action to take. Do I pull the trigger and kill this child or allow him to assist the enemy in potentially killing one of our Soldiers with the sniper weapon?

Applications with the Influences and 4 Steps - Using Sample Vignette

Typical "Ethics Influences" Questions:	Example Responses for the Sample Vignette and "Battlespace" considerations
1. How quickly does the American sniper have to make the shoot/don't shoot decision? Did he make use of information available that fit that amount of time?	**a.** As quickly as a few seconds **b.** Perhaps 30 seconds for a large rooftop. The Soldier considered his/her experience and personal values. He made use of all that there was time for. Time in operational contexts stresses the situation. Group members should realize that the sniper does not have the time they do to think it through.
2. Is the child a combatant? Does the American sniper think he is a combatant?	**a.** No, until he picks up the gun. **b.** No, even if he picks up the gun he is being coerced. He states "Do I pull the trigger and kill this child or allow him to assist the enemy…" Placing story participants into categories helps to frame the context.

3. What does the American sniper say that tells you how he feels about his unit/team?	**a.** Throughout the story he speaks of "our Soldiers." **b.** He states "I knew the enemy must not get that sniper weapon into hands that would use it effectively against our Soldiers." How Soldiers speak about the members of their teams/unit gives clues about the teams/unit cohesion/climate.

Typical "Recognize the Ethical Conflict" Questions:	Example Responses for the Sample Vignette
1. At which point did the main character recognize the presence of an ethical conflict?	As soon as the Soldier saw that the enemy was sending a child to retrieve the weapon
2. Identify the ethical issues in the case. What is at stake here? What values are in conflict?	At stake are possibly Soldiers' lives and certainly a child's life. Army Values: Loyalty to Soldiers, Duty to Mission, Respect for human beings. Others: value of human life (especially a child), protection of non-combatants, etc.
3. How does the main character act that shows he feels ownership for resolving the ethical conflict?	He states "I had to decide quickly on the action to take"
Typical "Evaluate Your Options" Questions:	Example Responses for the Sample Vignette
1. What feasible alternatives can you come up with for this situation?	**a**. The Soldier could have shot wide to keep the child from picking up the weapon but not hurt the child **b**. The Soldier could have shot the child **c**. The Soldier could hold his/her fire
2. What are the competing values, beliefs, norms, and/or rules that caused the conflict?	**a.** The value ***Respect*** – That is not how I treat children. **b.** The value ***Loyalty*** – I had a responsibility to other soldiers who might suffer or die because of this weapon being put in the hands of an enemy who didn't care about the life of that child. **c.** The value ***Duty*** – I have a duty to fulfill the mission to the best of my ability. This question relates to the "Influences" and its concept of conflicting pressures. This is the synthesis question – after each is considered alone, then they must be stacked or re-stacked according to priority in this instance. People do this unconsciously all the time – you must also be able to consider what competing values, beliefs, norms and/or rules will solve the conflict.

Application of the 3 Ethical Lenses – Step 2: Evaluating the Options

Recall that the Ethical Lenses are used to evaluate possible courses of action. Some persons have a natural tendency toward one of the lenses but it is important to learn to consider all three lenses when evaluating courses of action. For example, some people look for a rule/order for every decision. Their experiences have led them to believe that rules will quickly solve conflicts and will sometimes even attempt to use them during in situations where they don't really apply. This tendency may cause the person not to consider other important aspects of the circumstances. Think of LT Calley during the My Lai massacre "I was following orders." Better that he would have considered the outcomes and virtues of his possible courses of actions prior to killing innocent civilians. Using the lenses can assist in making the best decision by training Soldiers in considering all the aspects when possible.

Below are typical questions for evaluating courses of action, back-colored with the specific lens color. On the right are example Sample Vignette responses with considerations when using the Ethical Lenses.

Typical "Evaluate Your Options" Questions:	Example Responses for the Sample Vignette and Ethical Lenses Considerations
3. Which was the most virtuous or right thing to do?	a. Saving the life of a child b. Completing your duty to the mission that you have sworn to do c. Remaining Loyal to your unit and the Army by preventing the enemy from having another chance/weapon to fight against you. After making a decision, your conscience can justify or condemn it – by considering this when making the decision; you can answer the doubts you may have later when you question yourself.
4. What are the rules or norms that govern this situation?	a. Rules of Engagement b. Respect for innocent human life c. Combatants vs. Non-combatants Ignorance is no excuse of the law – it is always your responsibility to know or find where the boundaries are in your chosen profession – knowing and understanding these boundaries gives you a strong edge, but is not the only deciding factor.
5. What were possible outcomes of the event with regard to the main character personally?	a. The Soldier may regret his decision b. The Soldier may be at peace about his choice. c. The Soldier could continually question whether there was a better solution. What will this cost me personally? Not only short term effects but long term also. Effects of a decision always ought to be weighed before it is made.

6. What were possible outcomes of the event with regard to the direct supporting characters personally?	**a**. The child could have died. **b**. The child could live and become just like the one who pushed him out in the line of fire. **c**. The child could live and become one who valued honor and freedom and doing what is right. **d**. The child could live and tell others of how he was not shot and good could come from others in his community seeing that the US Army valued honor and freedom and doing what is right. What will this cost those involved if I choose this or that? You should always "hear" from all concerned, but you can't always decide for their perspective.
7. What were possible outcomes of the event with regard to the main character's unit?	**a.** With the weapon back in the hands of the enemy, soldiers might be at risk of being shot or killed **b.** More locals may join the insurgency if a local child is killed How will this decision affect my unit? Will/Must their safety be compromised? As a Soldier, you have an obligation to your unit and the mission.
8. What were possible outcomes of the event with regard to US/Foreign relations?	**a.** An act of kindness might have a ripple effect of better national relations if reported in the media **b.** Reporting how children are being abused by the insurgents may improve relations **c.** Killing the child may worsen international relations with the national government and allied nations Could this decision affect the Army or the reputation of the United States? Which of these perspectives has priority in this decision, and can you see how these pieces make up the whole of deciding?

Completing the Process – Steps 3 and 4

Typical "Committing to a Decision" Questions	Example Responses for the Sample Vignette
1. What was the driving force in the main character's decision – completing the mission, saving more Soldiers, his/her values, following ROE, etc.?	After considering all the aspects from all the angles, a decision must follow in most cases. In this case study, virtue and the outcome of the reputation of the Army and the United States played a major part for this Soldier.
2. What responsibilities did the main character have to balance as he/she made the decision?	He had to balance whether the danger his unit might be in by letting the child live to deliver a weapon to an enemy, and whether it was right to save the life of a child by choosing what our society and culture consider right, as well as this Soldier's own conscience.

3. What moral adversity does the main character have to overcome in making his/her decision?	a. The Soldier may be challenged by the questions:
	    1. Will my decision make a difference?
	    2. Will I be supported by my chain of command?
	b. Am I willing to do what I think is right even if the answers to the above are "no"?

ACT (Acting on the Decision)	Example Responses for the Sample Vignette
1. What actions could the main character demonstrate when executing the decision?	a. Risking his own life b. Risking the lives of his fellow Soldiers c. Risking the life of the child d. Taking the life of the child
2. What might happen if the main character took no action?	a. There could be mission failure b. Soldiers might be injured or killed
3. What level of courage would the main character need to go ahead with his/her decision?	a. The courage of his moral convictions b. The confidence that his ethical reasoning will reflect the Army's Professional Ethic